

# Aims of the session

- Feedback from previous training
- Retrieval – How Pupils Learn
- Understanding of Disadvantage/Pupil Premium
- Strategies to overcome barriers to learning
- Ofsted Framework
- Next Steps

# Feedback

- Feel valued
- Appreciation of the importance of role of TA

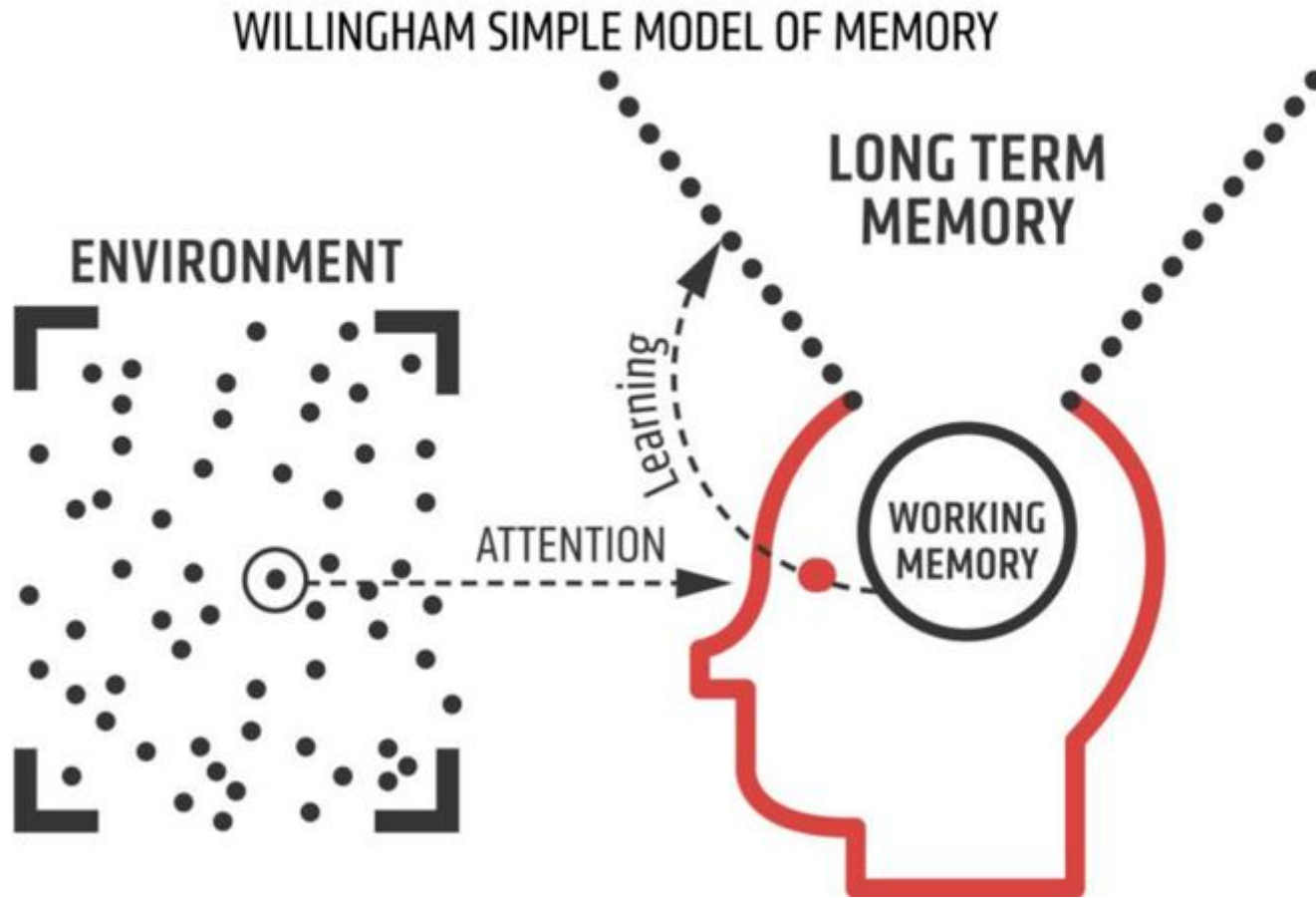
Next Steps:

MITA training – Headteachers, SENDCOs

Further training

TA networks

# How children learn



**Limit cognitive load** (overloading working memory will restrict pupils' ability to comprehend the ideas or to learn from the experience)

**Scaffold / use manipulatives / break down into small parts / re-phrase / give think time**

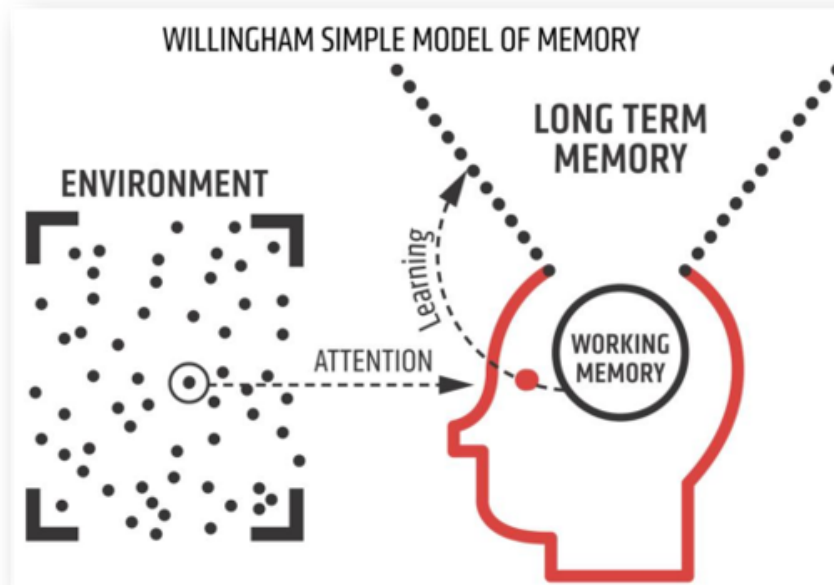
**Encourage 'hard thinking'**

Summarise / mnemonics / emotional engagement

Limit distractions

Make explanations and instructions concise

Guide pupils' attention



Link knowledge to what they already know

Check what they already know -  
**Retrieval Practice:**

Starters, Do Now Tasks, Starter for 5,  
Flashback 4, Yesterday, last week, last  
month, last year.

Effective Questioning:  
Multiple Choice Questions

Strategies to elicit responses:  
Think, Pair, Share  
Show Me boards  
Cold calling

# Joined-Up Thinking

Consistent approach to how pupils learn across the Local Authority

Teacher training, Early career, Teaching Assistants, Middle Leaders, Senior Leaders, Headteachers

CPD:

- Walkthrus – Tom Sherrington (Teaching and Learning Strategies)
- Maximising Impact of Teaching Assistants – Sally Franklin
- Addressing Disadvantage – Marc Rowland

# RBWM Pupil Premium Context

- High achieving Borough – attainment
- Very low numbers of disadvantaged pupils – pockets
- Large attainment gap - Bottom 20% of local authorities
- High levels of Progress – OFSTED reports reflect this

What do you understand by the terms:

Disadvantage

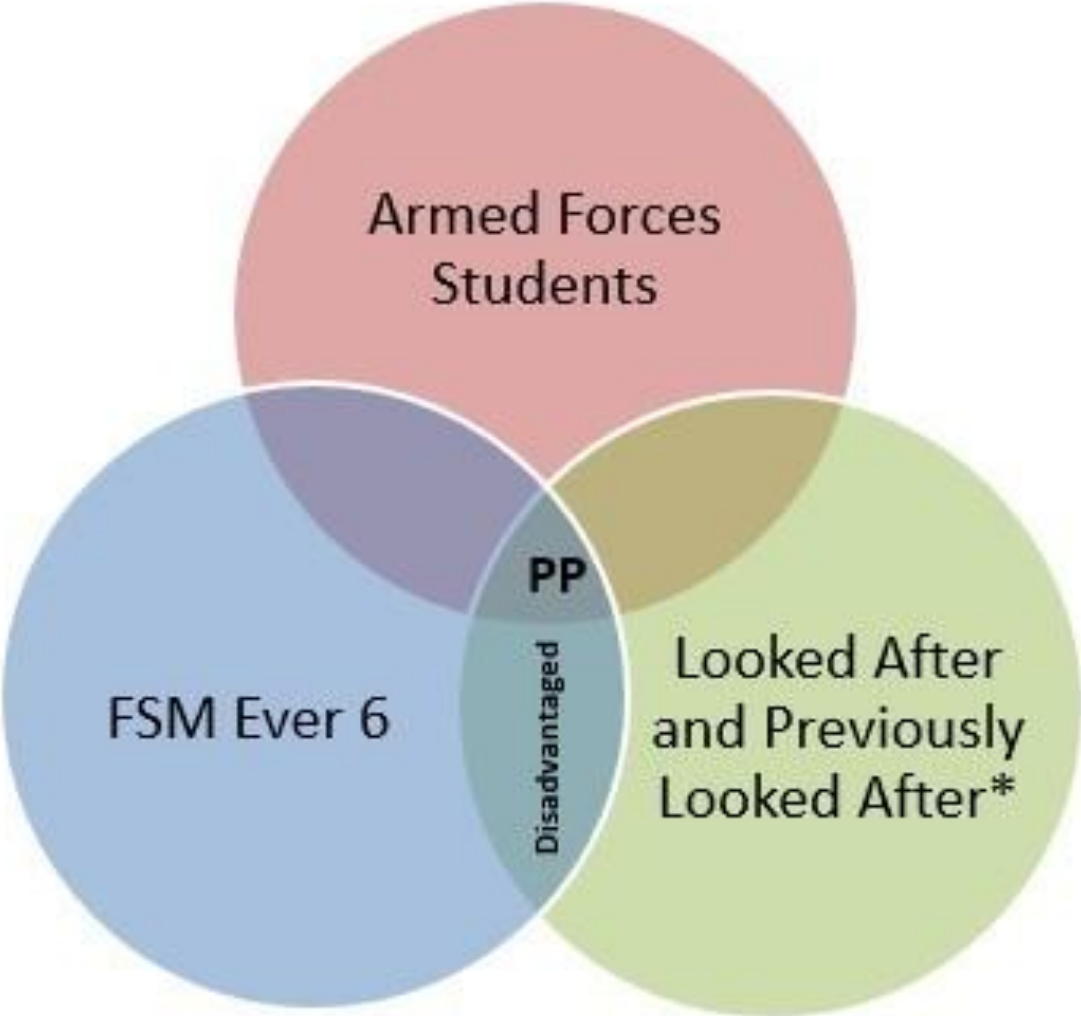
Pupil Premium

Disadvantaged' is a term used to describe children facing barriers to success.

Disadvantaged can be described as 'Groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population, including, but not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children.

The most recent DfE guidance defines Disadvantaged students as those who are eligible for [Free School Meals \(FSM\) in the past six years](#) (FSM6) or who have been Looked After Children (LAC) by a local authority, including those adopted from care.

# Summary of Disadvantaged Groups



# Pupil Premium

Introduced in April 2011, the **pupil premium** is allocated to children who are:

- looked after by the local authority
- **eligible** for FSM at any point in the last six years (also known as Ever 6 FSM)
- children whose parents are currently serving in the armed forces.

# Funding rates for the 2025 to 2026 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2025 to 2026 financial year, based on per pupil rates.

<b>Funding criteria</b>	<b>Amount of funding for each primary-aged pupil per year</b>	<b>Amount of funding for each secondary-aged pupil per year</b>	<b>Funding is paid to</b>
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,515	£1,075	School
Pupils previously looked after by a local authority or other state care	£2,630	£2,630	School
Children who are looked after by the local authority	£2,630	£2,630	Local authority

# Service Pupil Premium

They would also be eligible if:

- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- This funding is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority.

# Service pupil premium

Service pupil premium is additional funding for schools with children and young people of service families.

Pupils in state-funded schools in England attract the service pupil premium grant, at the rate of:

- £340 per eligible pupil in the 2024 to 2025 financial year
- £350 per eligible pupil in the 2025 to 2026 financial year

Pupils are eligible if they meet the following 2 criteria:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service – this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- they have been registered as a ‘service child’ on any school census in the past 6 years

Looked after children – 14% achieve 5+ GCSEs compared to 53% of others Only **18.3%** of children looked after for at least 12 months achieved the expected Attainment 8 standards in 2024/25, which is roughly half the rate of the overall pupil population.

### **Department for Education and Skills (DfES) 2015**

15% of high achieving PP children who score in top 10% nationally at 11 fail to achieve in top 25% at GCSE

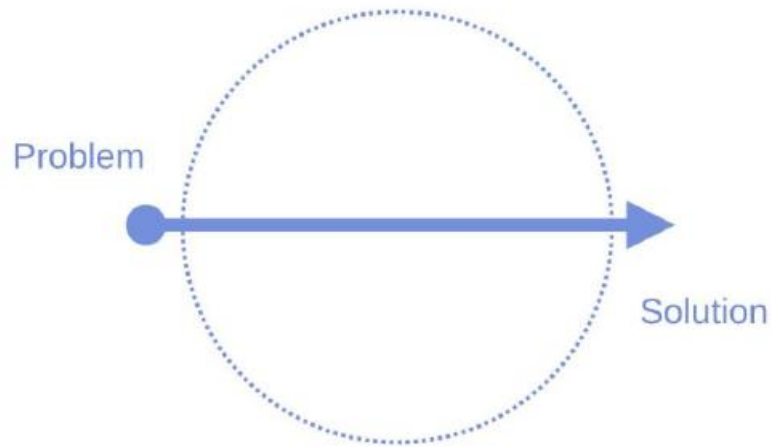
### **Sutton Trust and Social Mobility Commission**

**University Participation:** Only **13% to 14%** of care leavers progress to higher education by age 19. It remains below the **47%** participation rate of their non-care peers.

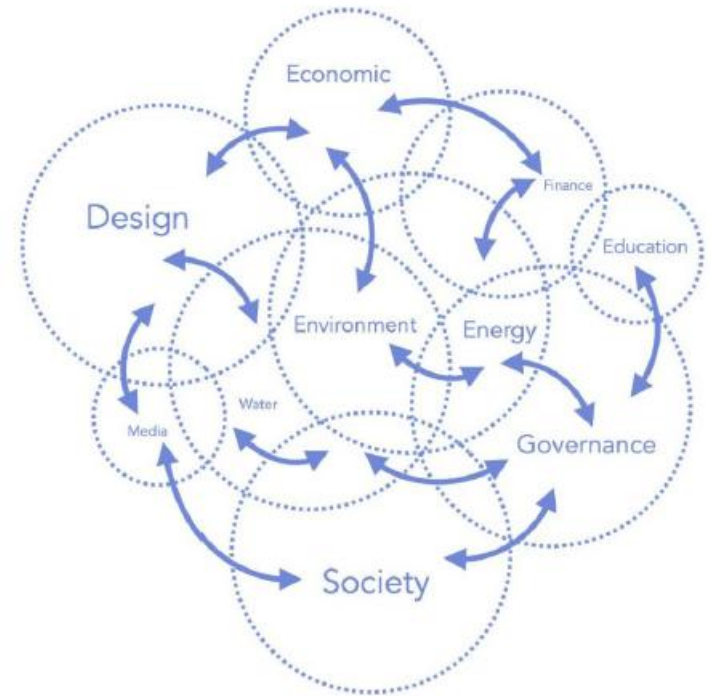
**Persistent Disadvantage:** Pupils who are "persistently" disadvantaged (eligible for FSM for 80% or more of their school life) are **22.4 months** behind their peers by the end of KS4.

# Narrowing the Gap



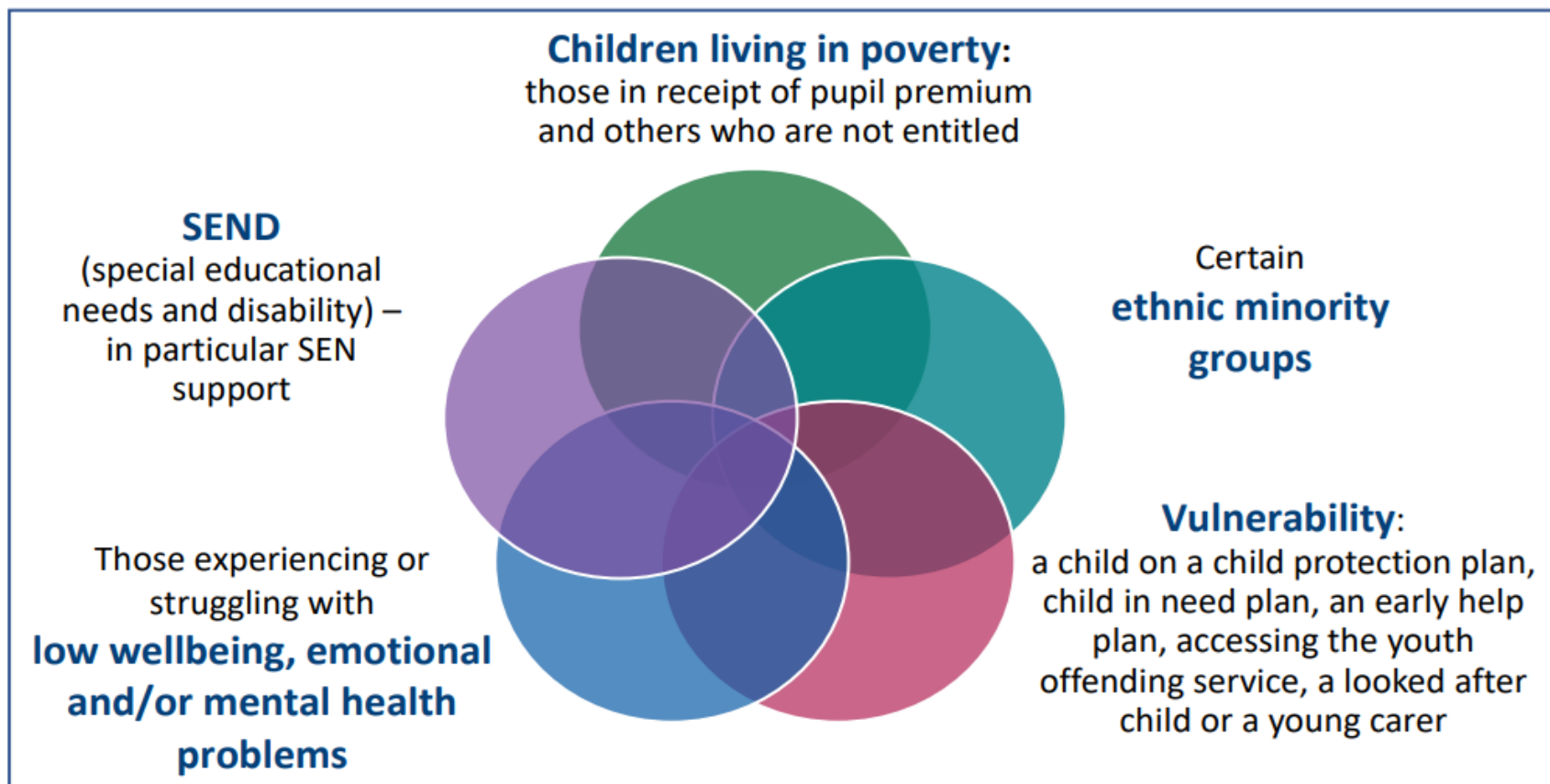


**Tame Problems**

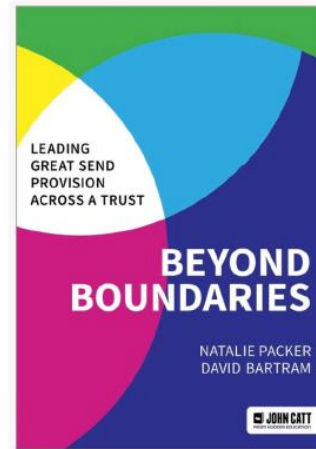
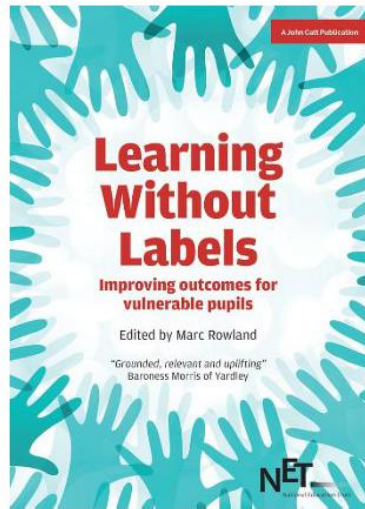
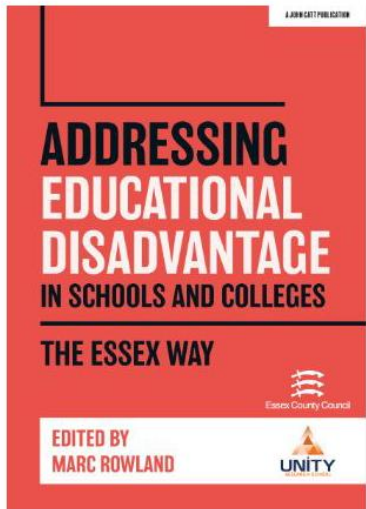


**Wicked Problems**

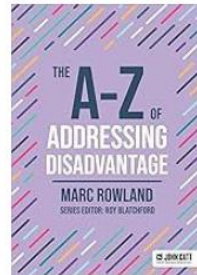
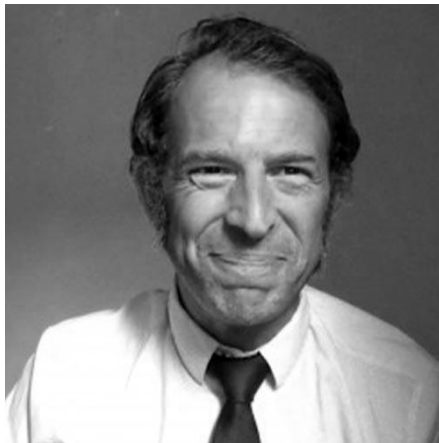
# Drivers of Educational Disadvantage



National Governance association <https://www.nga.org.uk/news-views/directory/widening-lens-addressing-educational-disadvantage/>



# Marc Rowland



Supported by the Education Endowment Foundation



# The danger of simplicity

- Don't assign the problem of underachievement disadvantaged pupils to their families, their ethnicity or the ethnicity in the general population.
- The issue is POVERTY, a lack of agency, social motivations and how that community has been treated by / been included in broader society over generations.
- The starting points for addressing disadvantage are:
  - a) Understanding low family income
  - b) Reviewing and improving the quality of educational provision (what's in our gift)

## Addressing the impact of low family income: what's in our gift

### More influence: academic learning

- Curriculum
- Assessment
- Quality of teaching
- Routines and consistency
- Structured intervention
- Classroom learning environment
- Reading proficiency
- Oral language
- Background knowledge
- Self-regulation skills
- Learning behaviours
- Relationships
- Formal curriculum enrichment
- Attendance and punctuality
- Parental attitudes to / interest in learning and school

### More influence: wider school life

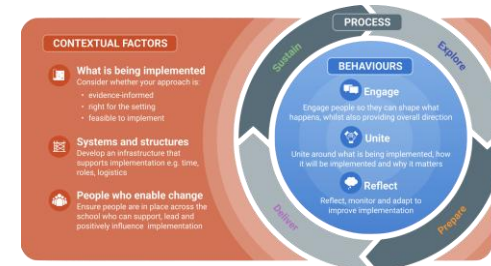
- Trips and experiences
- Clubs
- Library
- Performing arts
- Sports
- Uniform, equipment
- Informal curriculum enrichment
- Breakfast clubs
- School meals
- Friendships
- Safeguarding
- Expert pastoral staff
- Careers

### Less influence: academic learning

- Home learning environment
- Homework
- Direct involvement in learning (from families / parents)

### Less influence: wider school life

- Poverty beyond the school gate
- Parental / family choices
- Housing
- Mobility



# Poverty

2 million (14%) of all children in the UK were found to be in deep material poverty.

These children are disproportionately likely to live in households of one-parent families, rented accommodation, or households where a family member is disabled or from a minority ethnic group.

Department for Work and Pensions (2025)

**4.3 million**

children are growing up in poverty in the UK

**9**

children in an average classroom of 30 (30%) are living in poverty

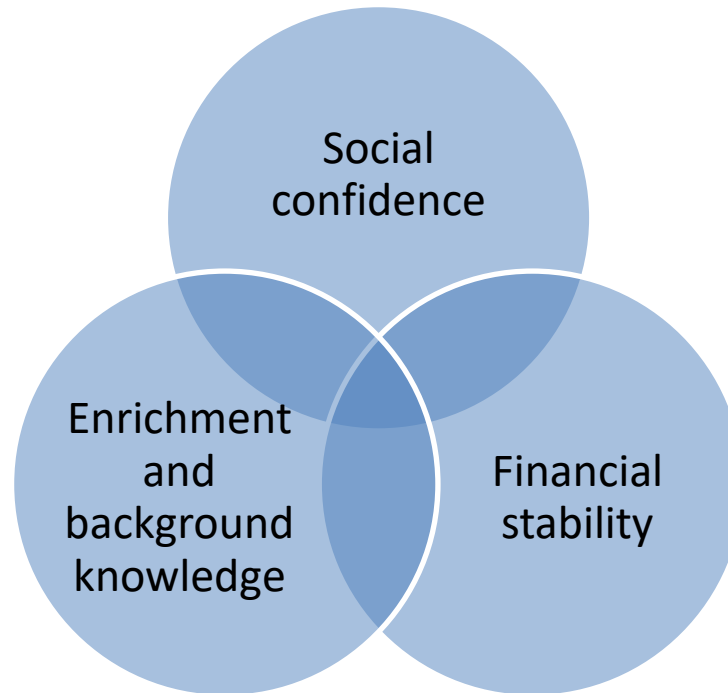
**7 out of 10**

children living in poverty have at least one parent in paid work

**47%**

of children from Black and minority ethnic groups are in poverty, compared to 24 per cent of white children

# Pupils who thrive in our schools tend to have...





<https://www.youtube.com/watch?v=4K5fbQ1-zps&feature=youtu.be>

# NEGOTIATING OPPORTUNITIES

How the Middle Class Secures Advantages in School

Jessica McCrory Calarco

How a middle class  
'by any means'  
approach results in  
learning gains

## Middle class 'By any means'

Parents intervene to get accommodations, assessments, support

Parents expect communicating with school / requests will result in learning benefits for their child, and usually correct

Feel their own assessment of child's ability & needs is equal / superior to teacher

Pupil's learning needs more quickly identified

## Working class 'No excuses'

Parents try to manage how their family is perceived by others

Parents expect communicating with school / requests will result in negative perception of the family

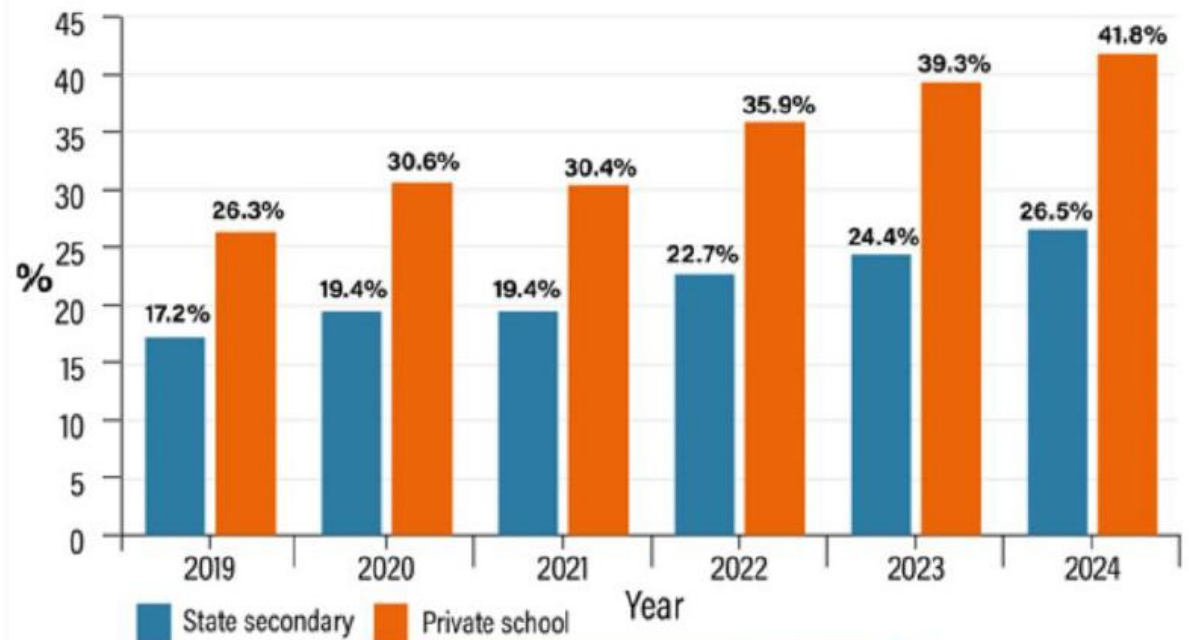
Deference to teacher's assessment

Pupil's learning needs vulnerable to being unidentified

# Ofqual investigates extra exam time at private schools

Forty-two per cent of private school pupils get extra time, compared to 26.5 per cent of state pupils

## Proportion of pupils getting 25% extra exam time



# The challenge: Poverty, not Pupil Premium eligibility

Pupil Premium is a label, associated with low family income. It is the starting point for a discussion.

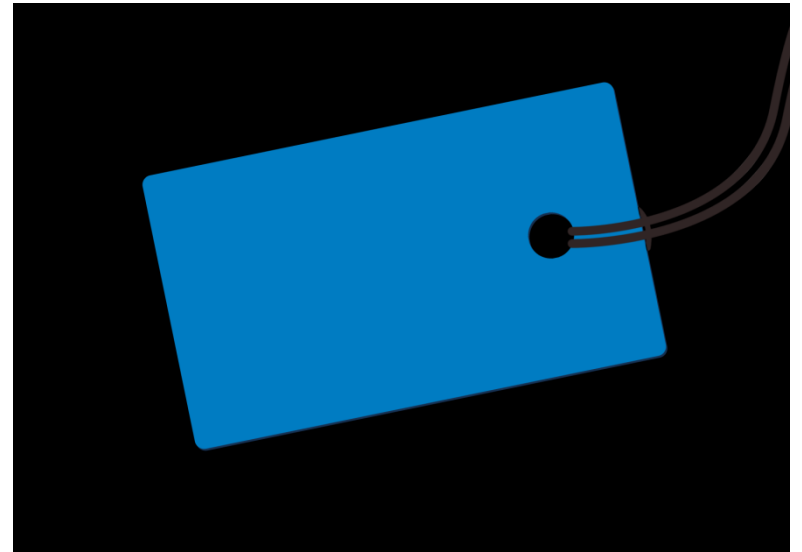
Low family income is a state of existence that is not static. It variably impacts on learning, opportunity, wellbeing, confidence and more. Its impact is exacerbated by family stressors.

Our job is to mitigate against this, to empower staff to empower to help pupils to thrive. We mitigate through understanding and valuing our communities, through great teaching & learning, enrichment & pastoral care.

# Labelling

Labelling of children may be putting limits on achievement.

Labels can become stuck.



- Free school meals
- Pupil Premium
- ***Pupil Premium and SEND***
- Accents
- First names
- Family names
- Communities
- Ethnicities
- ‘White British boys’

## ‘Anchoring’ or heuristics (mental short cuts)

<https://www.simplypsychology.org/cognitive-bias.html>





**Can you think of a time when you felt you were  
labelled?**

**What impact did this have?**

# Why might some pupils know these words?

# Why might some mispronounce these words?

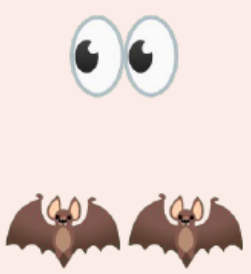



- 'Ballet'
- 'Hyperbole'
- 'Xenophobia'
- 'Debris'
- 'Specific'
- 'Salmon'
- 'Anemone'
- 'Worcestershire'
- 'Epitome'
- 'Arkansas'
- 'Cliché'
- 'Suite'
- 'Parliament'
- 'Viscount'

Cost of living  
Cost of opportunity  
Social/geographical isolation  
New to English  
Poverty  
Unsociable work patterns  
Lack of transport  
Physical / mental health  
Feeling of belonging  
Societal judgements  
Motivation  
Limited talk at home

Background knowledge is language

**I saw bats.**

Background knowledge is language

<b>I saw bats.</b>			
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
			

By the age of 3, children growing up in poor neighbourhoods may hear up to 30 million fewer words than their privileged counterparts

(Betty Hart and Todd Risley 1990s

David Purpura Society for research in Child Development February 2020)



## Table to show variation in amount of independent reading (adapted slightly from Cunningham & Stanovich 1998)

Percentile	Independent reading Minutes per day	Words read per year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Thus learners who read a lot get into what Stanovich (1993) calls a positive feedback loop: the more they read, the wider their vocabulary becomes; the wider their vocabulary, the more they comprehend and the greater their enjoyment of reading; these learners then choose to spend more time reading.

These are what Stanovich (1993) calls the reciprocal effects of extensive reading, and they result in what he calls the 'Matthew effect': the rich get richer and the poor get poorer – a gap opens up between learners who have entered this positive feedback loop and those who have not. When children fail at early reading, they begin to dislike reading. They read less than their classmates who are stronger readers.

Chatty children get more chat

# Tackling the language gap

***You cannot write it if you cannot say it. You cannot say it if you have not heard it.***

Pie Corbett

# In the classroom:

- Are all pupils taught and expected to speak with confidence and clarity?
- Don't rely on dictionary definitions
- Are pupils given thinking time before embarking on discussion?
- Are pupils taught to develop their listening skills?
- Is pupil talk structured and teacher led to secure opportunity and equity?
- Are held pupils accountable for purposeful talk?
- It's conversation, not word exposure that builds literacy and language.

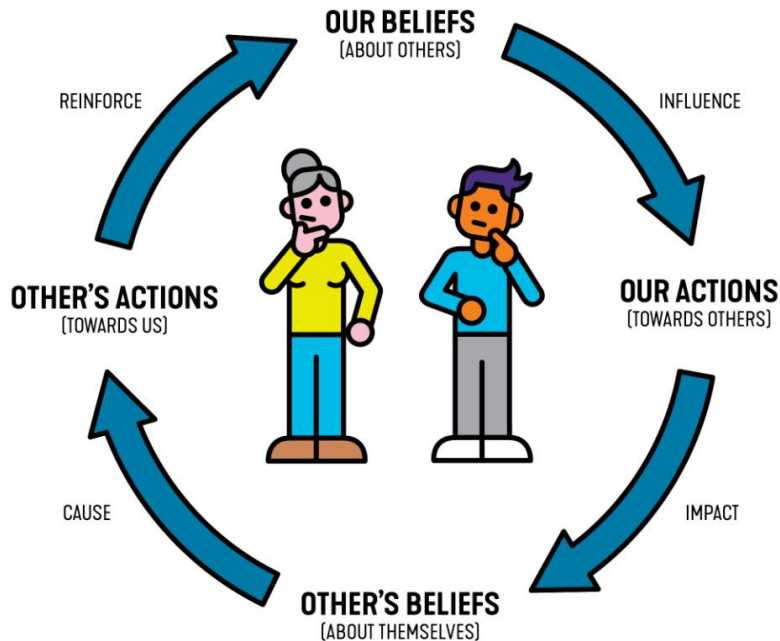


# Presume at your peril!

- **Presumption of language and oracy:** Can pupils access the language being used? Are they getting opportunities to talk? Are they being heard?
- **Presumption of background knowledge:** Do pupils have the knowledge to participate in their lessons? Background knowledge leads means motivation and inclusion.
- **Presumption of positive learning experiences:** Do we explicitly know that pupils are experiencing success, and have positive interactions with adults and peers? *Especially with interventions, talk partners? Move from I do – we do – you do to... I do – we do (as many times as needed) – you do.*

# Beware: beliefs, expectations and labels

## THE PYGMALION EFFECT



“If you expect nothing from somebody you are never disappointed.”

- Sylvia Plath

Underachievement of pupils in reading, particularly those from low income households

Issue

Encourage more reading at home (and keep of a record of whether it happens)

Purchase of texts

Activity

Frustration with families / pupils that don't read

Variability of reading experience

Less focus on classroom practice

Response

Limited impact on reading attainment, widening of gaps. Responsibility seen as sitting with families. Some families experiencing tension because of reluctance to read. Possible focus on performative compliance.

Impact



Underachievement of pupils in reading,  
particularly those from low income households

Issue

Professional  
development,  
coaching, team  
teaching and support

Purchase of texts and  
resources

Encourage more  
reading at home

Activity

More focus on  
classroom practice.  
Empowered staff

Better reading  
environment at school

Variability of reading  
experience (but  
supplementary).  
Focus on enjoyment

Response

More impact on reading attainment. Quality disproportionately impacting on disadvantaged pupils of gaps. Responsibility primarily sitting with school and trained staff, in partnership with families.

Impact

## Addressing the impact of low family income: what's in our gift

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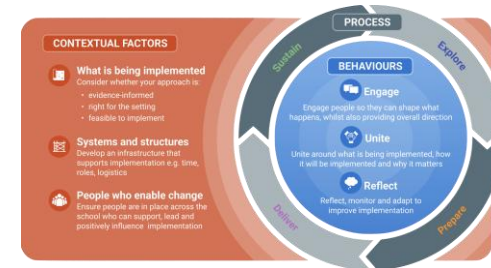
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- Commit to the principle that working with disadvantaged pupils is a privilege, not a problem to resolve.
- Coalesce a culture and belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life.
- Understand low family income and its impact on opportunity, child development and health. Understand the impact of low family income on children inside school and out.
- Agree, as a school, that low family income should never be a barrier to opportunity in the classroom and wider school life. Family income should never be an obstacle to accessing all that school has to offer.
- Never lower expectations based on a family's ability or capacity to support learning. Family capacity to support a child's education should not impact on our ambitions for pupils.
- Labels should not determine activity. Adopt a more nuanced, learning led approach.

***We are brief visitors to our children's lives...***

# What are the best bets, given our understanding of the needs of our pupils?

Toolkit Strands	Cost	Evidence	Impact
<b>Metacognition and self-regulation</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+7
<b>Reading comprehension strategies</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+6
<b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+6
<b>Feedback</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+6

# Knowing your school

Every school has a Pupil Premium Strategy statement:

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Orange Hill Primary School
Pupils in school	429
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£86,500
Academic year or years covered by statement	2019/20
Publish date	September 2020
Review date	September 2021
Statement authorised by	J Sondh, Headteacher
Pupil premium lead	A Smith, Assistant Head
Governor lead	R Walker, PP Governor

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.1
Writing	-0.23
Maths	0.03

This must be **updated annually** by the school's leadership, and **must be published on the website.**

**NEW - strategy to be over longer term (3 years)**

## Pupil Premium Strategy Statement

- **The Barriers to Learning:** what barriers to learning there are for the disadvantaged children **in your school**, and what effect these barriers are having on achievement.
- **The Desired Outcomes:** what it would look like if these barriers were overcome and the gaps between disadvantaged and non-disadvantaged narrowed.
- **The Support and Approaches** being used to achieve the Desired Outcomes (**these should be costed**)
- **Impact Measure and Evaluation-** how successful were last year's Support and Approaches? How well did the children achieve? What lessons were learned?

# What are the barriers to learning that exist for the pupils in your schools?

- **Low expectation (by children, parents, teachers)**
- **Lack of understanding/empathy**
- **Making assumptions**
- **Low aspirations**
- Poverty
- **Language**
- Behaviour
- Low self esteem
- **Emotional Health**
- Lack of parental support
- **Lack of parents ability to support**
- Lack of resources
- Vocabulary
- No pre school experience
- Attendance



# EEF: Metacognition and self-regulated learning guidance report (October 2021)

Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.

- Use the science of learning to better support the learners in your class
- Make the implicit explicit

# Recommendation 3: Model your own thinking to help pupils develop their metacognitive and cognitive skills

**Cognition** is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve equations in maths. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

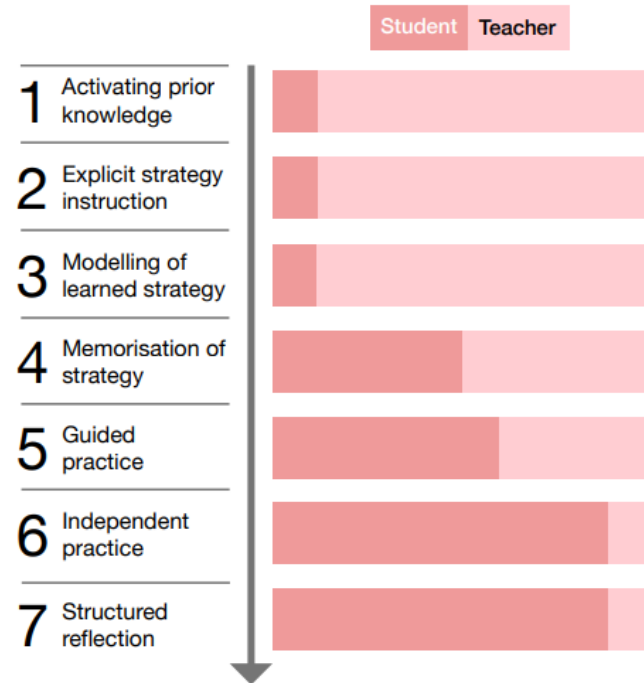
- **Metacognition** is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking

# Recommendation 3: Model your own thinking to help pupils develop their metacognitive and cognitive skills

Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.

- Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources

# A seven-step model for teaching metacognitive strategies



# Modelling – ways to secure progress

Show the whole process – normally, then slowly.

Break down into practisable steps.

Narrate your thinking; Check for their understanding.

Use multiple examples with backward fading

Run multiple, short We Do/You Do loops

(Tom Sherrington 2022)

# I do, we do, you do

The gradual release of responsibility (Doug Fisher and Nancy Frey (2007))

I do  
First, the teacher models the new learning through guided instruction

We do  
Students have a go with scaffolding and guidance

You do  
Students are able to work independently

## The Gradual Release Model

### TEACHER RESPONSIBILITY

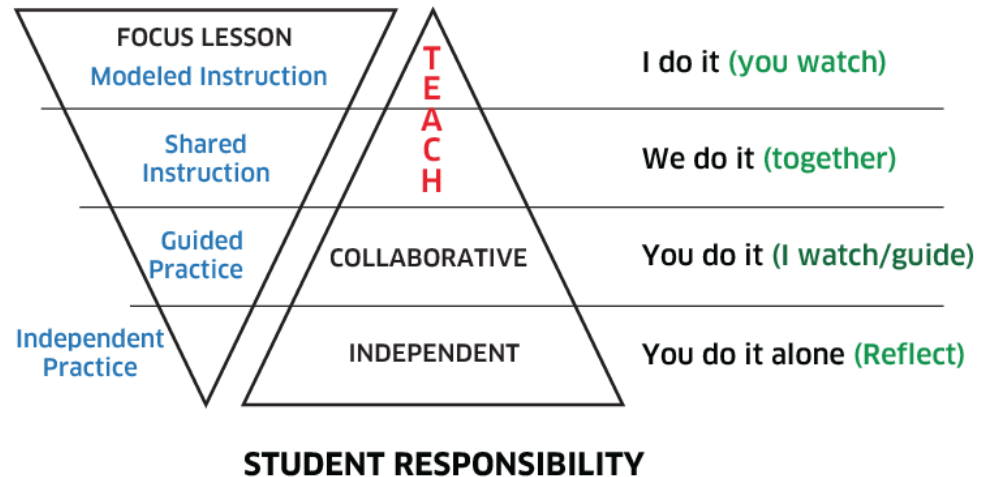


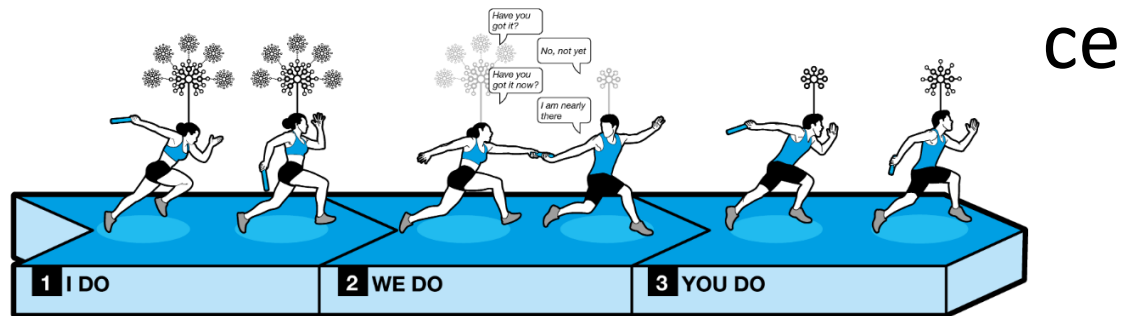
Figure 1: The Gradual Release Model

# Modelling – it's all in the handover

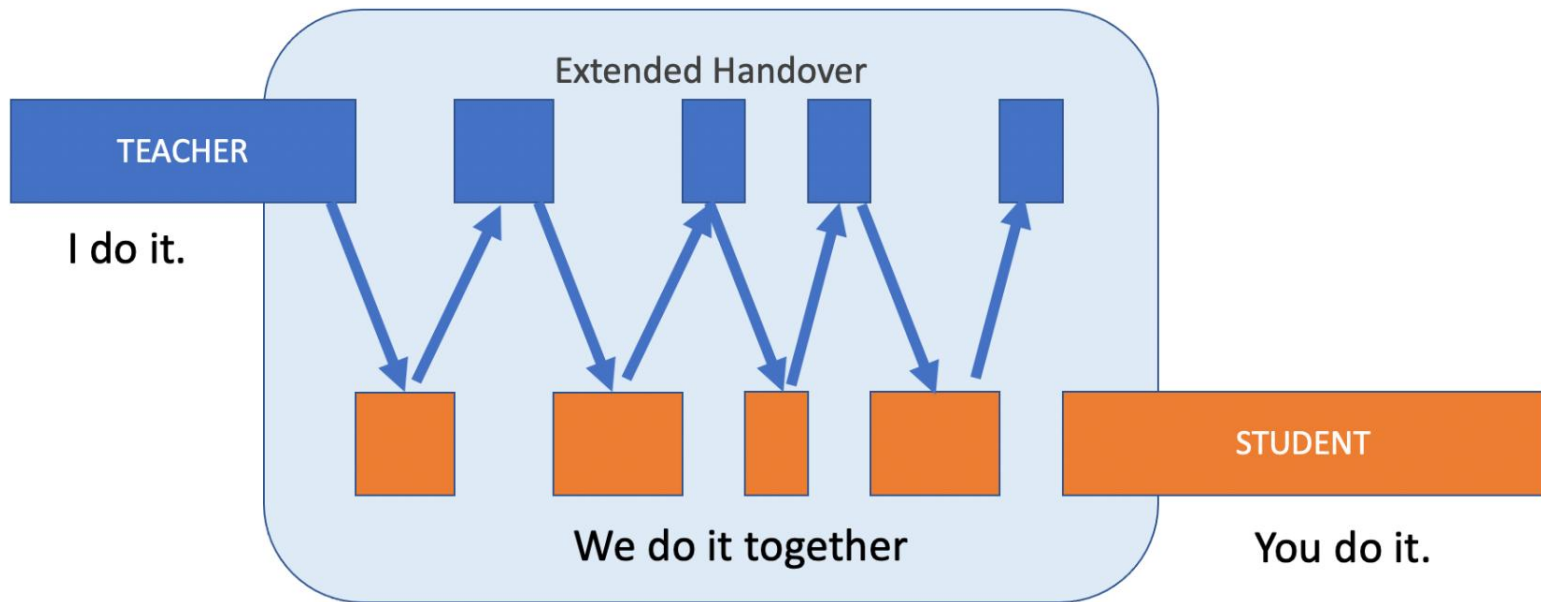
The teacher carries the baton – worked examples (I do)

The baton handover – guided practice (we do)

Students carry the baton (you do)



# Extended handover



# State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

Updated: 9 September 2025

## Inclusion

This evaluation area considers how leaders and staff identify and support:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion.

These factors are:

- setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- embedding a culture in which early and accurate assessment of pupils' needs is prioritised
- using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well-being
- involving specialists when necessary to support pupils' development
- putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school
- working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils